**4-3 - Greatest Common Factor**

**[Problem of the Day](http://www.sadlier-oxford.com/math/mc_problem.cfm?sp=student&grade=5)**

10:25

In your Math Journal:

*On the average, Hannah?s heart beats 75 times a minute. At that rate how many times does it beat in a day and a half?*

Directions: May use calculators after you have discuss what

to do and what numbers to use with a classmate next to you.

One group chosen by teacher may show their work on document camera.

10:40

Read Learning Goal Out-loud

Record short version LG in your notebook:

Learning Goal: to list the common factors and find the greatest common factor (GCF) of two or more numbers.

**Short version**: List CF’s and find GCF for 2 or more numbers.

Scroll down**: Next Vocabulary**

**Directions for Vocab: write with teacher and record in notebook.**

**Vocabulary**: write definitions for each term below in NB.

factor: (n); \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Factors come in \_\_\_\_\_\_\_\_\_\_\_\_ .

Multiple: (n); \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ie: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Greatest Common Factor: (n); \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example Chart for Factors and Greatest Common Factors: Do Chart below in Your Notebook

Number Factors Common Factors GCF

12

27

10:55-11:00

Next: Practice Work

Practice Work Page 138

Check your work for your chart on p. 138 Box

Next, Add #1 – 2 to Your Chart

Afterwards: p. 139 complete 3 – 34

Please make your work neat and easy to check. See below to for an example.

Marie Green Oct. 24, 2011

p. 139 1 – 34

3. 6; 1,2, 3,6 4. 4; 1, 2, 4

9; 1, 3, 9 11; 1, 11

CF= 1, 3 CF= 1

5. 16; 6. 8;

20; 12;

CF= CF+

Next: scroll down

11:05

Ask who needs to finish WB p. 41 we did on Friday

List of Students who need to complete WB p. 41 4-1

11:40

**Review & Look Forward**

What does Prime Factorization help you identify? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the steps to find the GCF between 2 or more numbers?

Step 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Looking Forward***: 4-4

Identifying Fractions on a Number Line

Place ¼, ½, 2/3, and 2/6 on the number line below.

To be able to convert fractions to give them the same denominator, compare, & order them.

HOMEWORK; WB 4-3 All